Index

(Page numbers in italics indicate material in figures or tables.)

Academic learning time, 149
Accardo, P., 235, 243
Adams, M. J., 14
ADHD in medical students and physicians referred for possible learning disabilities, 236, 241, 242-43
Algebra deficits remediation, 143-46, 158-59; direct instruction stranded lesson designs for, 146-49; effectiveness of strategies used in Project Success for, 156-58; manipulatives and problem solving in, 151-54; mastery learning in, 149-51; reading mathematical expressions in, 154-56
Anxiety, foreign language learning and, 197, 203-204
Articulation, difficulties with, 58
Articulatory awareness, 102; phoneme awareness training with emphasis on, 103-104, 119
Assistive technology, computer, 127-28, 130-31, 133-36, 137
Asymmetrical brain activity, 263-65
Asymmetric interference between verbal and manual tasks, 258-59
Asymmetry of detection of signals, 262
Auditory Discrimination in Depth (ADD) method, 100, 102, 104
Auditory laterality, reliability of listening asymmetry tests and, 256-57, 260. *See also* Dichotic listening

Bakker, D. J., 265
Beck, I. L., 14
Bell, L. C., 14
Benthall, J. G., 256
Bowey, J. A., 55
Brady, S., 57-58, 64
Brain, asymmetrical activity in, 263-65
Brain-behavior correspondence, 265
Brown, A. L., 105
Bryant, P., 81, 82

Carlson, V. L., 256
Caroselli, J. S., 258-59
Carroll, J., 188, 191
Catts, H., 57
Cerebral blood flow, 13
Cerebral lateralization in children with learning disabilities, 262-63
Cognitive development, metalinguistic awareness and, 164
College students with learning disabilities: remedial algebra for, 143-46, 146-56; support services for, 144-46
Compensation vs. remediation for disabilities, 125-26, 136
Comprehension, word recognition and, 14-15
Comprehension strategies: rationale for supplementary training in (in ROSS program), 105-106; training in, 106-107
Computers, talking, 99, 100
Computer technology: to assist learning disabled students, 127-28, 137; degree of disability and usefulness of, 130; to improve writing (composition), 131,

Computer Technology (*continued*) 133-36; optical character recognition, 128, 130; speech recognition, 131, 133-36; speech synthesis/screen review, 128, 130-31
Deaf readers, 54
Decoding problems with single words, 14-15
Denver Reading Study, 35, 43
Diagnostic and Statistical Manual of Mental Disorders-IV, 5
Dichotic listening: concurrent task method and, 264; poor retest reliability and, 256; volitional shifts of attention in, 254-56
Disabilities, compensating for (rather than correcting), 125-26, 136
DSM-IV. *See* Diagnostic and Statistical Manual of Mental Disorders-IV
Dual task studies, 254
Dyslexia: constitutional factors in, 13-14; earlier definitions of, 4-7, 17; inclusionary definition needed for, 3; information-processing deficits in, 263; new research-based definition of, 7-9. *See also* Reading disorder; Specific Reading Disorder; Working definition of dyslexia
Dyslexia research, laterality and, 259-63
Dyslexic college students: mathematics and, 143-44; support services for, 144-46

Education for All Handicapped Children Act, 4

Fletcher, J. M., 16
Foreign language learners, research with, 195-200
Foreign language learning: auditory factors in, 187-88; LCDH as explanation of problems with, 200-207; phonological processing and, 194-95, 199, 209

Ganschow, L., 189-90
Gass, S., 189
Goswami, U., 81, 82

Haake, C., 235, 243
Hagin, Rosa A., xi-xiv
Hansen, J., 55
Hiscock, M., 256, 261
Hulme, C., 57
Humes-Bertlo, M., 19

ICD-10 Classification of Mental and Behavioral Disorders (ICD-10) (World Health Organization, 1993), 5, *6*
IQ, reading achievement and, 5, 15-17, 38-39

Juel, C., 14

Language Aptitude Battery, 188
Language development: measuring, 166-67; morphological development and, 167
Language learning disability (LLD), 215; behavior problems that mask, 229; psychiatric disorders in youths with, 216-17, 226, 228-29
Language matching, 166
Laterality, 249-50; asymmetries of interference between concurrent tasks and, 253-54; extraneous factors in measurement of, 250; interference asymmetries and, 258; poor readers and, 261-62; problems expected using present methods of studying, 260. *See also* Auditory laterality; Visual asymmetry
Learning Disabilities Program at California State University (Northridge), 124-25; evaluation of assistive technologies and, 127-30; focus on compensation in, 125-26, 136; use of assistive technologies in, 127-28, 130-31, 133-36, 137; writing (composi-

tion) improvement and, 133-36, 136-37
Left-handers, dual task interference in, 257-59
Letter-based retrieval, 41, 42
Letter naming. *See* Preschool letter naming
Leutenegger, R., 188
Liberman, I. Y., 19-20, 53
Lindamood, C., 102
Lindamood, P., 102
Linguistic Coding Differences Hypothesis (LCDH), 190; as explanation of problems with foreign language learning, 200-207; native language learning and, 190-92; phonological deficit hypothesis in reading and, 192-95
Linguistic deficits, 12
Listening asymmetry tests, 256-57, 260

McDougall, S., 57, 71
Marshall University Higher Education for Learning Problems program, 233-34
Mathematics. *See* Algebra deficits remediation
Medical students with learning problems, 234, 238; characteristics of, 242-43; discrepancy between IQ and reading comprehension among, 242; remediation for, 243
Memory: deficit in phonological, 56-58; phonological, 54, 55, 74; reading comprehension and, 74; short-term, 53; verbal, 54, 62; verbal short-term, 74
Mental and behavioral disorders, classification of, 5, *6*
Metalinguistic awareness, 164, 179, 180
Modern Language Aptitude Test (MLAT), 188, 189
Mody, M., 12
Morphological awareness: in children with specific language impairments, 163, 166-68, 173-75, 177-80; morphological development and, 167
Morris, R., 252
Morton, L. L., 260
Motor incoordination, 44-45

Nathan, R. G., 72
National Council of Teachers of Mathematics' recommendations, 159
Neuroimaging studies, 13, 14

Obrzut, J. E., 260
Oral language, morphological awareness and use of, 163
Orthographic processing, 94
Orton Dyslexic Society Research Committee, 8, 9, 20. *See also* Working definition of dyslexia
Oxford, R., 201, 202-203

Palincsar, A. S., 105
Pennington, B. F., 13, 54
Perfetti, C. A., 14
Phoneme awareness, dyslexia and, 101-102
Phoneme awareness training: with articulatory emphasis, 103-104, 119; rationale for supplemental (in ROSS programs), 101-105; results and benefits of (in ROSS programs), 116-17, 119; value of (prior to reading instruction), 102
Phonemes, segmenting words by, 80
Phonological awareness: deficits in, 10-11, 18; defined, 80; importance of, 16, 52; need for instruction in, 20; reading acquisition and, 81; role of (in reading and spelling), 94; tasks used to test, 80-81; training in, 107-109
Phonological deficits: consequences of, 12; reading disability and, 19
Phonological processing: components or skills in, 10-13; reading ability and, 71, 72, 73; poor readers and deficit in, 193; in foreign

Phonological Processing (*continued*) language learning, 187-90, 194-95, 199, 209
Phonological processing deficits, 10-13
Phonological skill, reading aptitude and, 74
Physicians with learning disabilities, 243
Pimsleur, P., 187
Poggie, E., 57-58
Postsecondary students with learning disabilities, 125
Preschool letter naming as predictor of reading and spelling, and of phonemic awareness, 79, 80, 91, 93
Project Success at University of Wisconsin Oshkosh, 144-46; typical algebra lesson in, *148*. *See also* Algebra deficits remediation
Pseudoword imitation, 63, 72-73
Psychiatric disorders: classification of, 4, *6*; language learning disabilities in youths with, 215-17; study examining, 217-18, *219*, 220-22, *223*, *224*, 225-29
Public Law 94-142, 4
Pugh, K. R., 13

Rapala, M., 57-58, 64
Rapid naming: assessing, 36-37, 65; duration of production during, 45; factors responsible for reduced speed of, 33-34, 45, 47; motor component in, 33, 35, 45; reaction time during, 45; predictive value of, 32; serial, 34, 39-41, 44; single item, 33-34
Rashotte, C. A., 55
Reading: instruction in (ROSS programs), 109-110; IQ and, 5, 15-17; predictors of, 79, 80, 91, 93
Reading disorder: diagnostic criteria for, *5*; individual differences in children with, 43-44; laterality and, 261-62; persistence of, 234; verbal short-term memory and, 74. *See also* Dyslexia; Specific Reading disorder
Reading experience, 72
Reading with Orthographic and Segmented Speech (ROSS) programs, 99, 100; comprehension strategy training in, 106-107; computer word assistance in, 116; phonological awareness training in, 107-109; reading instruction in, 109-110
Reciprocal teaching, 100; nature and value of, 105-106
Rehabilitation Act of 1973, 234
Remedial instruction for disabilities: limiting, 136; vs. compensating for disabilities, 125-26, 136
Remedial instruction for dyslexic college students, 144-46. *See also* Compensation vs. remediation for disabilities
Research combined with service, 123, 138-40
Right-ear advantage (REA), 251-56; percentage of right-handers with, 256
ROSS. *See* Reading with Orthographic and Segmented Speech program
Rutter, M., 4

Samuel Torrey Orton Award for 1994, ix-xiv
Saunders, Roger, ix-xi
Scarborough, H. S., 14
Segmenting words, 101; by syllables and by phonemes, 80
Selective listening, 252
Selinker, L, 189
Shankweiler, D., 53
Shaywitz, B. A., 13, 14
Shaywitz, S. E., 13, 14, 16
Siegel, L. S., 16, 260
Signal detection studies, 262
Skehan, P., 191, 202, 203
Speaking rate, 57
Special education, screening for entry into, 227

Specifically language-impaired children, 165-66; morphological awareness and, 163, 166-68, 173-75, 177-80
Specific reading disorder, ICD-10 diagnostic criteria for, *6*
Speech, 34-35; articulatory speed in, 37-38, 42, 43
Spelling deficits: and reading deficits among college students, 235; persistence of, 234; predictors of, 79, 80, 91, 93
Stanovich, K. E., 4-5, 14, 15, 17, 72, 193, 194, 207-208, 209
Strengths, focus on students', 136
Studdert-Kennedy, M., 12
Support services: for dyslexic college students, 144-46; for post-secondary students with learning disabilities, 123

Tallal, P., 12
Temporal processing deficits, 12
Tongue twisters, 64-65
Torgesen, J., 53, 55, 81
Van Kleek, A., 164, 180
Vellutino, F. R., 82
Verbal ability, social skills and deficit in, 227, 228
Verbal fluency, 41-42
Visual asymmetry, 250
Vocabulary, speech recognition technology and growth of, 135

Wagner, R. K., 55, 81
Whitman, B., 235, 243
Word pair repetition, 63-64
Word recognition, 14-15; gains in (in ROSS programs), 117
Working definition of dyslexia, 8, 9, 20; basic definition in, 10-15; constitutional factors and, 13-14; definitional context for statements in, 9-10; phonological processing deficits and, 10; unexpected underachievement and, 15-17. *See also* Dyslexia
Writing (composition), speech recognition technology to improve, 131, 133-36

Zolman, J. E., 72